



NQF Level: 2

US No: 8963

Facilitator Guide

Primary Agriculture

Effective communication skills



Facilitator:

Company:

Commodity: Date:

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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



Before you get started...

Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators who will be assisting learners wishing to complete the following unit standard:

Title: Effective communication skills: access and use information from texts.
US No: 8963
NQF Level: 2
Credits: 5

This guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Facilitator:

If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are three guides, namely the Learner Guide (with activities), Assessor Guide and the Facilitator Guide.

These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides complementally to one another.

Make this an enjoyable learning experience!

Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a **generic** manner, as it is aimed to be available on national level and should be relevant to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to **contextualise** the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions. This should be done by complementing the learning material with:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide, etc.

The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

Plant Production	Animal Production	
<ul style="list-style-type: none"> • Organic production, • Hydroponic production, • Perma-culture production, • Agronomy, • Horticulture, • Natural resources harvesting. 	<ul style="list-style-type: none"> • Small stock production, • Large stock production, • Dairy production, • Pig production, • Poultry production, • Game, • Aqua / mari culture, • Commercial insects • Animal fibres harvesting, • Bee keeping, 	<ul style="list-style-type: none"> • Natural resources harvesting, • Organic production, • Perma-culture production, • Eco/Agri Tourism, • Agro Chemicals, • Horse Breeding, • Etc.

What & How will you be Facilitating?

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The Learning Experience...

On completion of this module, the learners will be able to:

Identify main ideas from different text types.

- ◆ Identify the purpose of the author
- ◆ Summarise contents
- ◆ Identify different views and arguments with a single range of reasons and facts relevant to the topic of discussion
- ◆ Evaluate relevance
- ◆ Read and respond to texts for a variety of purposes
- ◆ Use a range of reading and viewing strategies to make meaning of texts
- ◆ Use simple questions appropriately to context
- ◆ Read and interpret instructions and directions
- ◆ Identify structural features of text and meaning and use are explored
- ◆ Use reference materials for clarifications
- ◆ **(NOTE:** Above outcomes integrated throughout the module)
- ◆ Identify and discuss how language structures and features may influence a reader
- ◆ **(NOTE:** Outcome integrated throughout the module)

Learners will also gain basic knowledge of:

- ◆ At the end of this section of the module learners will be able to describe and reflect on:
- ◆ Features and conventions associated with text.
- ◆ Application and adapting of language to suit different context and audiences.

Learning Assumed to be in Place:

- ◆ The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge laid down in the national curriculum statements up to and including GETC or NQF level 1.
- ◆ Learners can: read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.

My Notes ...

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Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
Complete Program (including summative assessment)	20 hours	9.5 hours	10.5 hours	8
Learner Orientation and "Ice Breaker"	0.5 hour	0.5 hour		
Purpose, Introduction and Learner Directions	0.5 hour	0.5 hour		
Session 1	2.5 hours	1.5 hours	1 hour	1
Session 2	3.5 hours	1.5 hours	2 hours	2 & 3
Session 3	4.5 hours	1.5 hours	3 hours	4 - 6
Session 4	3.5 hours	1.5 hours	2 hours	7 & 8
Preparation for Assessment & revision	5 hours	2.5 hours	2.5 hours	

Tips for level of learning



Remember the following before you get started:

Typically, a learning programme leading to the award of a qualification or unit standards at level 2 should develop learners who demonstrate an ability to:-

- Work and learn in a disciplined manner in a well-structured and supervised environment.
- Manage their time effectively.
- Develop sound working relationships and an ability to work effectively as part of a group.
- Express an opinion on given information clearly in spoken and written form.
- Collect, organise and report information clearly and accurately.
- Use their knowledge to select and apply known solutions to well-defined routine problems.
- Use a variety of common tools and instruments; apply literacy and numeracy skills to a range of different but familiar contexts.
- Understand the environment within which he/she operates in a wider context.
- Gain knowledge of one or more areas or fields of study, in addition to the fundamental areas of study.

Facilitator's Checklist & Training Aids

Learner support strategies:

Learners are supplied with all resources and aids as required by the programme – including:

- Objects & devices such as equipment, protective clothing, safety gear, etc.
- Learner Guides and Learner Workbook
- Visual aids, etc.

Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

Preparation:	Yes	No
Qualification Knowledge – I have familiarised myself with the content of the applicable qualification		
Unit Standard Knowledge – I have familiarised myself with the content of all aspects of the applicable unit standard		
Content Knowledge – I have sufficient knowledge of the content to enable me to facilitate with ease		
Application knowledge – I understand the programme matrix & have prepared for programme delivery accordingly		
Contextualisation – I have included information which is specific to the commodity and practices related to the commodity		
Ability to respond to learners background & experience – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
Enthusiasm & Commitment – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
Enterprise knowledge – I know & understand the values, ethics, vision & mission of the workplace & have prepared my programme delivery, reporting & administrative tasks accordingly.		
Equipment check:		
Learner guides x 1 per learner		
Assessment guides x 1 per learner		
Writing materials & stationary (facilitator & learner)		
White board & pens		
Flip chart paper		
Proxima projector & screen		
Laptop & programme disk		

Sample Hand-outs and examples of laws and other relevant documents		
Safety gear as prescribed by unit standard and applicable legislation		
Documentation checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

Contextualisation of Content!

Go through this module and indicate what specific **information** / **activities** / **examples** should be included in this module?

Contextualisation	
<ul style="list-style-type: none"> Commodity specific? 	
<ul style="list-style-type: none"> Operating procedures of the farm? 	
<ul style="list-style-type: none"> Agricultural practices? 	
<ul style="list-style-type: none"> Agricultural markets? 	

Session 1 Introduction

**Learner Guide:
Page 7**

After completing this session, the learner should be able to:
SO 1: Identify the main ideas in different text types.

Concept (SO 1)	Time frame	Activities related to the concept
The main ideas are identified and distinguished from supporting information.	1.5 hours Theory 1 hour Practical	Activity 1
The author's purpose is identified and the identification is justified by reference to the text.		
Information or ideas from the text are presented in a form appropriate to a learning task or activity.		
Socio-cultural beliefs in texts are identified and explained with reference to relevant passages or extracts from the text.		



Please allow learners to complete Activity 1 in their Learner Guides

Type of activity	Resources
Class activity	Learner Guide, stationary, etc.
Instructions to give to the learners	
As per instructions in Learner Guide	

My Notes ...

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2 Understanding text

Session

**Learner
Guide:
Page 11**

After completing this session, the learner should be able to:
SO 2: Read and respond to texts for a variety of purposes.

Concept (SO 2)	Time frame	Activities related to the concept
Different text types categorised in terms of their intended target audience.	1.5 hours Theory 2 hour Practical	Activity 2 & 3
The purpose of the text is identified and the identification is justified by reference to the text and context.		
Different points of view in texts are identified and observations are justified by reference to the text and context.		
One's ideas and/or arguments are supported with a simple range of reasons and facts relevant to the topic of discussion.		
The relevance of texts is evaluated and justified in terms of meaning to self and others in peer, community or work group.		
Implicit and explicit messages in texts are identified and explained with reference to the purpose of the text.		

My Notes ...

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Session

3 Summarizing texts

Learner Guide:
Page 21

After completing this session, the learner should be able to:

SO 3: Use a range of reading and viewing strategies to make meaning of texts.

Concept (SO 3)	Time frame	Activities related to the concept
Reading and viewing strategies employed in searching for meaning in texts are flexible and appropriate to the particular text and nature of the search.	1.5 hours Theory 3 hour Practical	Activity 4 - 6
Simple questions used are appropriate to the context; the type of information required and/or attempts to clarify meaning.		
Information from texts is recorded logically and coherently according to the purpose of the task or learning activity.		
Simple instructions and directions are read and interpreted and subsequent explanations are consistent with the intention of the text.		
The structural features of texts are identified and their uses in accessing meaning are explored.		
Reference materials are used to clarify meanings of words, concepts, language structures and conventions.		

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard. Then write down five of the most important lessons you have learnt and include a motivation:

What will I do differently next time?	Motivate how or why (Give examples, reasons, etc.)
1.	
2.	
3.	
4.	
5.	

As facilitator, you have hands on experience in the application of the unit standard. And you might experience difficulties with the unit standard that the developers did not anticipate. Also, the unit standard will be revised at the end of the registration period. Your comments below can be an important contribution in the revision process and should be brought to the attention of either the AgriSETA ETQA manager or the SGB chairperson.

Please take some time to reflect on your experience and list a few of the difficulties you had to address.

Difficulties I had with the Unit Standard	Recommended Changes to Address the Difficulty
6.	
7.	
8.	
9.	
10.	